

Indiana's Response to Intervention Academy



Evidence-Based Core Curriculum,
Instruction, and
Interventions/Extensions

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The “Triangle”

Tier 3:

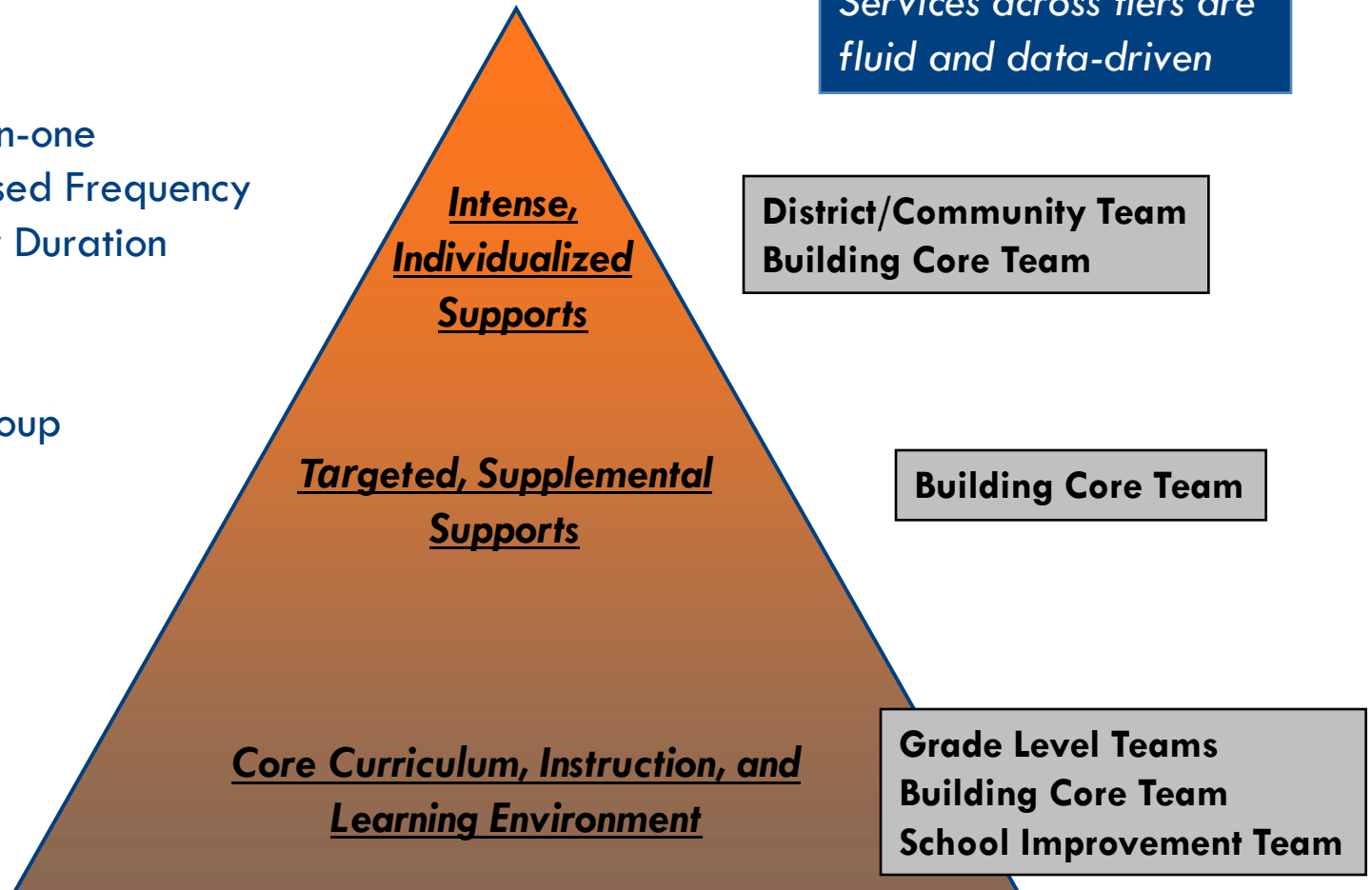
- One-on-one
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



Evidence-based Interventions



What are
evidence-based
interventions?

Evidence-based Interventions:

What are they?

- ❑ Instruction that *supplements* and *intensifies* classroom curriculum/instruction to meet students' need (academic or behavioral) based on the knowledge of rigorous evidence (e.g. research results).
- ❑ Interventions are *not accommodations*.

Evidence-based Interventions: Intervention Plans

- ❑ Intervention plans should include the following:
 - A description of the specific intervention
 - The length of time that will be allowed for the intervention to have a positive effect
 - The number of minutes per day the intervention will be implemented
 - Who will provide the intervention
 - Where the intervention will be provided
 - The factors for judging whether the student is succeeding
 - The progress monitoring strategy that will be used
 - A progress monitoring schedule
 - How frequently parents will receive reports about their child's response to the intervention
- ❑ All steps must be *implemented with fidelity*

Evidence-based Interventions: What is fidelity?

- ❑ Fidelity is delivery of instruction in the way in which it was designed to be delivered
- ❑ To ensure fidelity of implementation, you should
 - Link interventions to improved outcomes (credibility)
 - Definitively describe operations, techniques, and components
 - Clearly define responsibilities of specific persons
 - Create a data system for measuring operations, techniques, and components
 - Create a system for feedback and decision making
 - Create accountability measures for non-compliance

Evidence-based Interventions: Targeted Interventions



- ❑ Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress
- ❑ Usually done in small groups
- ❑ In addition to general curriculum instruction



Evidence-based Interventions: Targeted Interventions



- Instructional principles:
 - Instructional explicitness
 - Instructional design that eases the learning challenge
 - A strong conceptual basis for procedures that are taught
 - An emphasis on practice
 - Cumulative review as part of practice
 - Motivators to help students regulate their attention and behavior and to work hard

Evidence-based Instruction: Intensive Interventions

- ❑ Students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems
- ❑ More often and longer duration than targeted interventions
- ❑ Often one-on-one instruction
- ❑ In addition to general curriculum instruction



Evidence-based Interventions: What will you do?

How will you provide
all levels of
interventions for your
students?

Evidence-based Extension



What are
evidence-based
extensions?

Evidence-based Extensions: NAGC

Guiding Principles

- ❑ Differentiated curriculum for the gifted learner must span grades K-12.
- ❑ Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.
- ❑ Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.
- ❑ Educational opportunities for subject and grade skipping must be provided to gifted learners.
- ❑ Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.

Evidence-based Extensions: Options for Acceleration



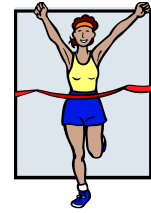
- ❑ **Grade skipping:** The student moves ahead of normal grade placement. This may be done during an academic year or at year end.
- ❑ **Continuous progress:** The student is given material deemed appropriate for current achievement as the student becomes ready.
- ❑ **Self-paced instruction:** The student is presented with materials that allow him or her to proceed at a self-selected pace.
- ❑ **Subject-matter acceleration:** Without being assigned to a higher grade, the student is placed for part of the day with students at more advanced grade levels for one or more subjects.
- ❑ **Combined classes:** The student is placed in classes where two or more grade levels are combined. The arrangement can be used to allow younger children to interact with older ones, academically and socially.

Evidence-based Extensions: Options for Acceleration



- ❑ **Curriculum compacting:** The student is given reduced amounts of introductory activities, drill, and review. The time saved may be used to move more quickly through the curriculum.
- ❑ **Telescoping curriculum:** The student spends less time than usual in a course of study.
- ❑ **Mentorships:** The student is exposed to a mentor who provides advanced training, experiences, and pacing in a content area.
- ❑ **Extracurricular programs:** The student is enrolled in course work or summer programs that confer advanced instruction and or credit for study
- ❑ **Concurrent enrollment:** The student takes a course at one level and receives credit for successful completion of a parallel course at a higher level.

Evidence-based Extensions: Options for Acceleration



- ❑ **Early graduation:** The student graduates from high school or college in 3 1/2 years or less.
- ❑ **Advanced placement:** The student takes a course in high school in preparation for an examination that may confer college credit for satisfactory performance.
- ❑ **Credit by examination:** The student receives credit upon successful completion of an examination.
- ❑ **Correspondence courses:** The student takes high school or college courses by mail, video, or audio course presentation.
- ❑ **Early entrance into junior high, high school, or college:** The student is admitted with full standing to an advanced level of instruction at least one year early.

Evidence-based Extensions: Options for Acceleration



What are you doing in your
classes or schools to help
high ability students achieve
at their optimal levels?

Changing Roles



- ❑ RTI is a team effort
- ❑ The following responsibilities reflect examples of how roles may change. Local Education Agencies maintain authority over defining the roles of administrators, general and special educators, student service personnel, and support staff.

Changing Roles – Some Examples



■ **Administrators**

- Lead efforts to create infrastructure for implementing OnePlan
- Provide necessary technology, materials, and resources
- Provide initial and continuing professional development/coaching opportunities for new staff and refresher training for other staff
- Ensure fidelity of implementation through routine, periodic observation and discussions with staff
- Research the availability of CBM options with staff committee (or entire staff) to select appropriate tools and methods.
- Determine when/whether classroom performance warrants intervention (i.e., entire class performance is considerably lower than other classes in the same grade level)
- Review aggregate data of classrooms and provide feedback to teachers
- Create conditions that enable teachers to be successful (e.g. address reducing other teacher responsibilities, give teachers time to make sense of the process, keep student-teacher ratios favorable, etc.)
- Lead instructional discussions

Changing Roles – Some Examples



□ **General Educators**

- Implement the system of progress monitoring across content (reading, writing, math) areas
- Administer assessments at least every three weeks or more frequently (weekly or twice a week, if needed); chart and evaluate results
- Identify students for diagnostic testing or for secondary intervention
- Provide aggregate data of classroom results to principal
- Provide information to parents if using the results for reporting student progress
- Collaborate to align, map, and implement evidence-based curricula and common assessments and progress monitoring tools
- Use evidence-based instructional strategies

Changing Roles – Some Examples



❑ **Special Educators**

- Monitor progress of students in secondary/tertiary tiers of intervention in a particular content area
- Administer relevant assessments; chart and evaluate results
- Identify when a student is making adequate progress in a more intense instructional level
- Collaborate with the general education teacher to assist in determination of students for secondary/tertiary tier intervention and to provide suggestions/consultation on instructional strategies for students
- Incorporate progress monitoring goals into IEP development
- Co-teach by assisting in planning and delivery of Tier I interventions and differentiated instruction
- Provide targeted and intense interventions
- **Speech and Language Pathologists** – provide phonemic awareness instruction and interventions

Changing Roles – Some Examples



■ Student Services Personnel

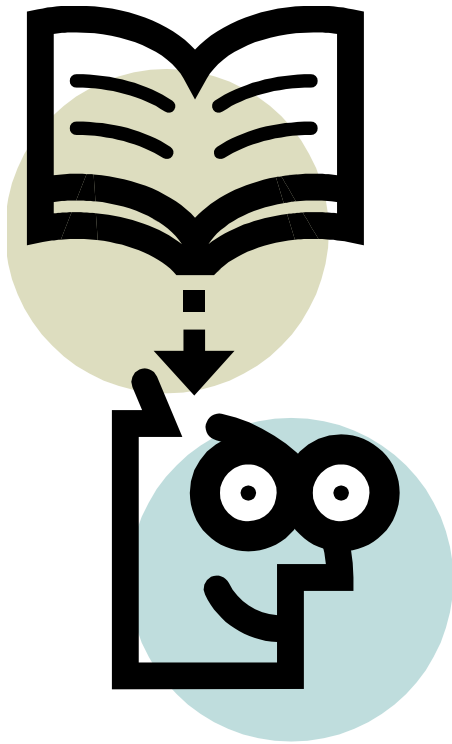
- Provide appropriate **behavioral** instruction and prevention programs
- Analyze school and student data to identify impediments to academic and behavioral achievement
- Use a multi-disciplinary team to identify learning, behavioral, and health difficulties for those students not meeting standards
- Use a problem solving method to determine most appropriate intervention for those students
- Provide research-based social, emotional, and behavioral supports as needed
- Progress monitor, document, and adjust interventions in light of the student's response
- **Reading and math specialists** – provide diagnostics and interventions

Changing Roles



What can we do
to facilitate the
role changes?

Wrap-Up



What do you currently have in place that supports interventions and extensions?

How will your role change?

What resources and/or support would show up on your wish list?

Wrap-Up

Any questions or comments?



Resources

- Denton, C. A. (2007). Classroom reading instruction that supports struggling readers: Key components for effective teaching. Houston, TX: Children's Learning Institute, University of Texas Health Science Center. Retrieved on August 30, 2008, from RTI Action Network <http://www.rtinetwork.org/Essential/TieredInstruction/TierI/ar/EffectiveTeaching>.
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- Duffy, Helen. (2007). Meeting the needs of significantly struggling learners in high school: a look at approaches to tiered intervention. Retrieved September 3, 2008, from http://www.betterhighschools.org/docs/NHSC_RTIBrief_08-02-07.pdf.
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